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ABSTRACT

This manual describes three instruments that can be used to inventory elements related to adult education and career development: (1) the Adult Education Program Survey, which is designed to examine the concerns of adult learners in the community regarding their prospective participation in adult education; (2) the Inventory of Community Resources, which is directed toward identifying potential instructors and support personnel in the community; and (3) the Inventory of Staff Resources, which is designed to identify staff capabilities that can be used in a career guidance capacity. This manual explains how to administer each instrument and suggests ways to interpret the data obtained. The survey instruments are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); and guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

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Community Survey Instruments:

ADULT EDUCATION PROGRAM SURVEY

INVENTORY OF COMMUNITY RESOURCES

INVENTORY OF STAFF RESOURCES

Comprehensive Career Guidance Projects
College of Education
University of Missouri-Columbia

CE 019 693

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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Introduction

This manual describes three instruments that can be used to inventory elements related to adult education and career development. The ADULT EDUCATION PROGRAM SURVEY is to be used with PROSPECTIVE ADULT LEARNERS in the local community. The INVENTORY OF COMMUNITY RESOURCES is directed toward identifying POTENTIAL INSTRUCTORS AND SUPPORT PERSONNEL in the community. The INVENTORY OF STAFF RESOURCES helps identity STAFF CAPABILITIES that can be used in a career guidance capacity.

Each procedure is described and explained separately. The instruments can be adapted and/or extended to meet the needs of the local setting.

ADULT EDUCATION PROGRAM SURVEY

Directions for Administration

The Adult Education Program Survey is designed to examine the concerns of adult learners in the community regarding their prospective participation in adult education. The instrument can be utilized with adults who have not indicated any interest in adult education or career counseling; and with those adults who are in the process of becoming actively involved in an Adult/Continuing Education Program.

The respondents to the survey are asked to fill in the relevant data with regards to date, location, sex, age, and social security grid. The directions are to be read by the individual respondents. If this inventory is mailed to community members attention should be given to making it understandable. Additional explanatory materials may be needed. If the survey is administered within the Adult/Continuing Program educational facility, opportunity should be given for participants to ask questions about the instructions.

Section A. The directions of the first part asks the respondents to fill in the circle in front of the list of barriers that might apply to them which would prevent them from pursuing any further education. The second part asks the respondents to fill in the circle listed in front of the physical locations that would enable them to have more access to the Adult/Continuing Education Program.

Section B. Respondents are asked about their purpose for continuing education in the first part. Under the heading of purposes they are to respond to three different questions. The first question asks them to

fill in the circles of the various training alternatives they would prefer. The second question asks them to respond to if they are interested in further career preparation. They are to answer yes or no by filling in the appropriate circle. Only if they respond yes to that question are they to go on to answer the third question. The third question asks them to fill in the appropriate circle regarding what areas of further career preparation in which they are interested. The second part of Section B, which lists various short course offerings, asks the respondents to indicate those courses that are of particular interest to them by filling in the appropriate circles in front of each topic. The third part of Section B covers the preferred means of assistance in dealing with various problems or concerns. The respondent is asked to fill in the circle of any of the four means of assistance listed which may be helpful to them in that particular area of concern. The four modes of assistance are: media presentations, group activities, discussion, coursework instruction and personal contact with a counselor.

Interpretation

I. Section A: INFLUENTIAL FACTORS IN ADULT EDUCATION

BARRIERS TO FURTHER EDUCATION:

Barrier Determination. This question is applicable to all adult learners since it is seeking information regarding various barriers that prospective adult learners have which may impede their participation in and exploration of educational opportunities. The information helps identify which barriers most frequently occur for various groups or individuals. Program planners

can get some direction regarding which barriers appear to be most influential. A concerted effort to eliminate the more frequently mentioned barriers would then be a possibility.

LOCATION FOR CONTINUING EDUCATION:

Preferred Consumer Locations. A second part of Section A asks the respondents to indicate their setting preferences for continuing education. The intent of this part is to determine which physical locations are most appropriate for the Adult/Continuing Education program to use in serving the community. The results of this part can be used for program planning. Data from this area may support the need for establishing new innovative learning environments and settings. High frequency locations can be identified and used to extend Adult/Continuing Education Services.

II. Section B: PROSPECTIVE ADULT LEARNER PROGRAM NEEDS

Section B Prospective Adult Learner Program Needs is applicable for adult community members who are considering involvement in the Adult/Continuing Education Program. Section B is composed of three parts: Purpose for Continuing Education, Personal Development Short Courses, Preferred Means of Assistance.

PURPOSES FOR CONTINUING EDUCATION:

The first part assesses the purposes of continuing education. This section helps identify various educational alternative, e.g., educational credit, training and asks if further career preparation is desired.

Program Change. The educational training alternatives selected by prospective adult learners may give some suggestions for program change/development to meet the needs of adult learners.

Program Planning. The frequencies (percentages) of those who desire career preparation in certain areas can aid in planning instructional resources.

PERSONAL DEVELOPMENT SHORT COURSES:

This second part lists a variety of short courses which could be offered in addition to the regular curriculum.

Prospective Student Needs. This survey may help generate ideas on specific topics adult learners are interested in for their personal development.

PREFERRED MEANS OF ASSISTANCE:

The third part identifies the preferred means of assistance for satisfying various concerns of the prospective adult learners. Pasically, assistance could be either personal-interpersonal or information-coursework in nature.

Delivery System Planning. The frequencies of the various means of assistance related to a variety of concerns could be given an indication of the type of support personnel services that are needed to invite more program participation and satisfaction.

III. GENERAL INTERPRETIVE USE OF SURVEY DATA

Population/Community Research. Computer analysis of the survey can allow for varied research. Since this is a community survey, the responses could be summarized easily by computer by giving both

frequency and/or percentage data. All the information of interpretive value discussed above can be adapted to computer programming. An analysis of various age, sex or other demographically comparative variables may be of value in program planning.

Individual Planning. Information derived from this instrument can be useful for individual planning with new adult learners. An understanding of their purposes for continuing education, identifying short courses they prefer, and seeing what means of assistance they would desire in various problem areas are all potentially relevant topics. It may prove helpful to look at the indicated barriers and location preferences in helping new participants meet their educational needs. This survey may be useful to use in the initial orientation period that is often experienced by adults who are in the process of becoming involved in the Adult/Continuing Education Program.

INVENTORY OF COMMUNITY RESOURCES

FOR CAREER DEVELOPMENT AND LIFE LONG LEARNING

Direction for Administration

The purpose of this inventory is to identify community members who have unique skills and interests for assisting in adult instruction and career guidance activities. The focus of this resource search is towards identifying resources that will help facilitate the life career development of adults being served by the Adult/Continuing Education Program. The domains covered are Curriculum Based Strategies, Individual Development, On-Call Services, and System Support Activities.

Community members are asked to fill in the relevant data with regards to place of employment, job/profession, sex, date, and the name grid. The directions can be read individually by the respondents. Individual or company mailings may be the most common method for the majority of persons to receive this inventory.

Section A. This section lists various short course topics that are being considered for the curriculum of the Continuing Education Program. The respondents are asked to fill in the circles in front for the appropriate courses that they would consider teaching for the program.

Section B. This section asks the respondents to fill in the circles of various alternative activities in which they would be willing to participate. These activities are quite diversified but are inclusive under the areas of Individual Development, On-Call Service, and Support Service activities. In essence, these areas and activities allow an individual, with relevant interest and experience, the opportunity to

volunteer their services in furthering the efforts of the Adult/Continuing Education Program.

Interpretation

Establishing New Resource Persons. Names of new resource people can be compiled for strengthening curriculum offerings. Names of new resource people can be compiled for the other areas of Individual Development, On-Call Services, and Support Service Activities. This will help in developing a manpower list for Adult/Continuing Education in the areas of Life Career Development and Life Long Learning.

Short Course Planning. The most relevant short course areas can be assessed by determining the frequency of different topics selected by the respondents.

Resource Activity Developments. The preferred resource activities can be identified by the frequency of selection of various activities listed in Section B.

Community Research. Computer analysis of the group data described above could be helpful. Rank-order lists and other group data pertaining to the four basic domains can be compiled for reference purposes. Differences in various population can be analyzed, e.g., rural vs. metropolitan, various sections within the metropolitan areas. An analysis by sex, profession, or other relevant variables can also be considered.

INVENTORY OF STAFF RESOURCES

FOR CAREER DEVELOPMENT AND PERSONNEL SERVICES

The purpose of this instrument is to identify program staff resources, many of which may be quite unique and never previously identified. The process of the resource search is towards identifying resources which will help facilitate the life career development of learners being served by the Comprehensive Counseling and Personnel Services Program. The areas which are covered are: Curriculum Based Strategies, Individual Development, On-Call Services and Support Services.

The directions specify that staff members are to respond to each by indicating one of the following: (1) it is an activity they are currently involved in; (2) it is one in which they would like to contribute their services; or, (3) it is an area in which they have no interest.

Data derived from this inventory could be utilized in the following ways:

Activity Assessment. The responses checked as current activities will give an estimation of current staff involvement. This information can also serve as an indicator of the breadth of current program services.

Establishing Staff Resources. Responses indicating a willingness to participate in new activities will give an estimate of what new resources are available from specific staff in various program areas. Most of this information can be tallied on an individual basis. However, it may be profitable to investigate specific items where there are

conflicting or multiple responses.

Alternative Suggestions. Responses to the available space and Other will give some alternative suggestions to the current list of staff resource opportunities.

APPENDIX A:

Adult Education Program Survey

Revised 6/77 Location _____ Date _____

ADULT EDUCATION PROGRAM SURVEY

Earl J. Moore and Timothy B. Duthler

This educational survey examines concerns about programs for adult education.

Section A: INFLUENTIAL FACTORS IN ADULT EDUCATION asks for general community opinions.

Section B: PROSPECTIVE ADULT LEARNER PROGRAM NEEDS is for those adults presently considering involvement in an adult education program.

Fill in the circle to indicate your sex and age.

Sex: ○ Male ○ Female

Age: ○ Below 20 ○ 20-30 ○ 30-40 ○ 40-50 ○ 50-60 ○ 60-70 ○ Over 70

Print your Social Security Number in the blocks. Fill in the appropriate circles completely.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

Section A: INFLUENTIAL FACTORS IN ADULT EDUCATION

Barriers to Further Education

In the list below, fill in the circle for any factor that might prevent you from pursuing further education for yourself.

- ○ Cost (fees, books, transportation, etc.)
- ○ No school close by offering courses I want
- ○ Courses available don't seem useful to me
- ○ Courses available aren't interesting to me
- ○ Courses I want are not scheduled when I can attend
- ○ Home responsibilities
- ○ Job responsibilities
- ○ Transportation problems
- ○ Child care problems
- ○ Don't know how to enroll, get information
- ○ Teachers would not understand my culture, learning needs, or problems
- ○ No reason for further education, further learning wouldn't help me that much
- ○ Not enough energy or stamina
- ○ A feeling that I couldn't do the work
- ○ A feeling that I am too old to go back to school
- ○ Am simply no longer interested in any more formal schooling

Location for Continuing Education

There are many places people can study or learn. Fill in the circles for those locations which would make further education more possible for you. Assume all locations below are accredited to satisfy your reasons for pursuing further education.

- ○ The place you work
- ○ Home, through televised or correspondence courses
- ○ A high school continuing education program
- ○ Your neighborhood school
- ○ An area vocational-technical school
- ○ A community or junior college campus
- ○ An adult learning center within five miles of your home
- ○ A private trade or busines school
- ○ The public library
- ○ The YMCA, church, or other community agency
- ○ A college or university
- ○ An "open college","university without walls" or "free university"
- ○ With a private tutor

Section B: PROSPECTIVE ADULT LEARNER PROGRAM NEEDS

Purpose for Continuing Education

ALTERNATIVES: Fill in the circle(s) to show which of the following educational alternatives you would prefer for yourself:

- ○ College credit for a degree
- ○ Occupational training
- ○ Adult basic education, such as reading improvement
- ○ Courses for your own interests and entertainment
- ○ Training to improve your job qualifications or performance

CAREER PREPARATION: Are you interested in further career preparation? ○ Yes ○ No

If you marked "yes", fill in the circle(s) for the area(s) in which you have interest:

- ○ Health fields (nursing, mental health, radiology, medical technology)
- ○ Social services (law enforcement, child care, social work)
- ○ Technical or mechanical training (electronics, refrigeration, auto mechanics)
- ○ Business training (management, accounting, secretarial, clerical, data processing)
- ○ Building trades (carpentry, plumbing)

Personal Development Short Courses

Fill in the circle(s) for the special interest topic(s) which you feel might be valuable enough for consideration as part of a group of short course offerings:

- ○ Parent education
- ○ Couples enrichment
- ○ Study skills
- ○ Career exploration
- ○ Assertiveness training
- ○ Employability skills-e.g., resumé writing, job seeking, interviewing skills
- ○ Human relations skills
- ○ Retirement planning
- ○ Drug/alcohol abuse
- ○ Financial services
- ○ Self defense
- ○ Speed reading
- ○ Values clarification
- ○ Legal services
- ○ Psychology education, e.g., transactional analysis, transcendental meditation
- ○ Consumer aids, budgeting
- ○ Reading skills
- ○ Writing skills
- ○ Community awareness discussion groups
- ○ Recreational and leisure time activities
- ○ Historical and cultural study of the region
- ○ Weight control

Preferred Means of Assistance

Assume that you have the following problems or concerns. Fill in the circle(s) to show your preferred way(s) to get assistance. (You may choose as many ways as you wish.) Check the key before you start.

KEY: A = Read materials, see films, listen to audio tape.
B = Group discussion or activities with persons similar to yourself.
C = Instruction-courses or programs.
D = Personal contact with counselor.

Problems or Concerns	Means of Assistance A	B	C	D
1. To find ways to be a better shopper	○	○	○	○
2. To find ways to adapt to changes in my financial status	○	○	○	○
3. To find ways to obtain health care for myself and/or my family	○	○	○	○
4. To learn how to feel lonely less often	○	○	○	○
5. To understand how to develop better interpersonal relationships	○	○	○	○
6. To learn how to speak up for myself and to be more assertive	○	○	○	○
7. To find ways to improve my reading skills	○	○	○	○
8. To find out about educational programs that might interest me	○	○	○	○
9. To learn how to prepare a career resumé for myself	○	○	○	○
10. To clarify my feelings about death and dying	○	○	○	○

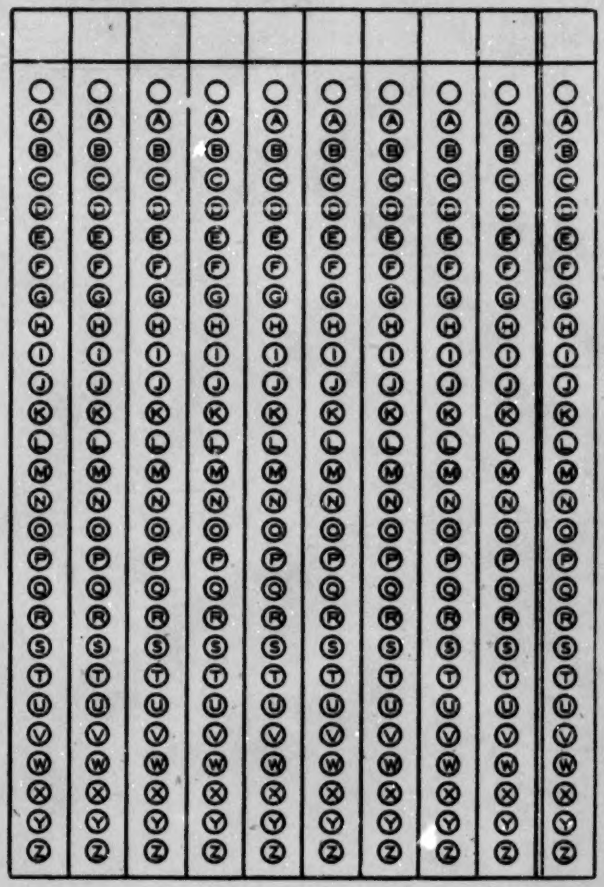
APPENDIX B:

Inventory of Community Resources

Revised 6/77 Date _____ Last Name 1.

Place of Employment _____

Job/Profession _____



INVENTORY OF COMMUNITY RESOURCES

FOR CAREER DEVELOPMENT AND LIFE LONG LEARNING

Earl J. Moore and Timothy B. Duthler

Assisting adults with their life span career development is of interest to everyone in the community. Listed below are some ways that you might be able to contribute your unique interests and skills to this effort.

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

Please mark your SEX: ○ Male ○ Female

SECTION A

There are a number of content areas in which persons in the community have unique knowledge. If you would be willing to teach short courses on any of the topics below, please indicate by filling in the circles for those topics.

CURRICULUM OFFERINGS (SHORT COURSES)

- ○ Study and learning skills
- ○ Career exploration in your specialty area
- ○ Consumer education
- ○ Hobbies or leisure pursuits (your special interest)
- ○ Employability skills
- ○ Human relations (interpersonal) skills
- ○ Historical and cultural study of the local area
- ○ Retirement planning
- ○ Psychological education (T.A., values clarification)
- ○ Lifelong health maintenance
- ○ Home economics skills
- ○ Home nursing
- ○ First aid
- ○ Arts/Crafts
- ○ Drug/alcohol abuse
- ○ Financial and/or legal services
- ○ Parent education

SECTION B

There are a number of other areas in which your skills could be used. Please fill in the circle for any of the following activities in which you would be willing to participate.

INDIVIDUAL DEVELOPMENT

- ○ Serve as a consultant to adults and out-of-school youth regarding a specific career(s).
- ○ Serve as a consultant to adults regarding a specific hobby or leisure skill(s).
- ○ Serve as a consultant and/or tutor in the tutorial program for adults.
- ○ Provide support to individuals needing an advocate for information gathering and problem solving.
- ○ Serve as a consultant to adults who are preparing resumes and planning for interviews.

ON CALL SERVICE

- ○ Serve as a resource person to speak on topics of special interest (Speakers Bureau).
- ○ Serve as a resource person for career workshops.
- ○ Serve as a group counseling facilitator along with a member of the counseling staff.
- ○ Serve on a phone information and advising services staff.
- ○ Show and discuss films on careers in your interest area.

SUPPORTIVE ACTIVITIES

- ○ Visit local employment settings with members of a committee to develop career resource files.
- ○ Serve as a member of an adult program planning committee.
- ○ Serve on a Career Development Needs Assessment Task Force to help plan, collect, and disseminate information about local adult needs.
- ○ Participate in orientation activities as a consultant or group discussion leader.
- ○ Serve as a consultant for program information materials, e.g., handbooks, orientation materials, placement information.
- ○ Help develop public information materials that would be available for community organizations, e.g., service clubs.
- ○ Assist in collecting information about current job availability and training requirements.
- ○ Participate in a Career Day at a public location in the community.
- ○ Assist in placement service activities.
- ○ Support a program for community volunteers, e.g., schools, hospitals.
- ○ Offer my services and my business for promotion of career education.
- ○ Assist in efforts to promote adult/lifelong education and counseling in the local community.

APPENDIX C:

Inventory of Staff Resources

Name _____ Area/Responsibility _____

INVENTORY OF STAFF RESOURCES

FOR CAREER DEVELOPMENT AND PERSONNEL SERVICES

Assisting students will their life career development is the responsibility of all staff members. Following are some way that you might be able to contribute your unique interests and skills to this effort.

Mark X on:

A Current Activities

B Willing to Contribute Activities

C Not Applicable to Your Interests

Please feel free to add to the list on the blank spaces.

Curriculum Content

1.	Teach a mini course dealing with study and learning skills.	A	B	C
2.	Teach a mini course dealing with vocational exploration in your specialty area.	A	B	C
3.	Teach a mini course dealing with employability skills.	A	B	C
4.	Teach a mini course dealing with human relations (interpersonal) skills.	A	B	C
5.	Teach a mini course dealing with some aspects of consumer education.	A	B	C
6.	Teach a mini course dealing with hobbies or leisure pursuits (your special interests).	A	B	C
7.	Serve on a Career Guidance Curriculum Committee to explore ways to interlock and infuse career guidance goals into subject matter areas.			

Individual Development

8.	Serve as a consultant to students regarding a specific career(s) area.	A	B	C
9.	Serve as a consultant to students regarding a specified hobby or leisure skill(s).	A	B	C

10.	Talk with students about careers in your area of specialization.	A	B	C
11.	Serve as an advisor in your institution's advisory system.	A	B	C
12.	Use information available through student assessment and appropriate records to learn about students' learning styles.	A	B	C
13.	Serve as a consultant and/or participant in a tutorial system.	A	B	C
14.	Provide developmental support to an individual student needing extensive monitoring and/or personal attention.	A	B	C
15.	Serve as an consultant to students preparing resumes and planning for interviews.	A	B	C

On Call Services

16.	Confer with counselors about students who need special attention.	A	B	C
17.	Serve as an advisor/sponsor of student activities groups.	A	B	C
18.	Serve as an advisor/sponsor of career clubs.	A	B	C
19.	Serve as a group counseling co-leader with members of the counseling staff.	A	B	C
20.	Refer students to the Career Center (library) to do research on topics relating to my subject matter area and/or related occupations.	A	B	C
21.	Participate in case staffing conferences with specialists, counselors, and administrators for determining specific plans and procedures for individual students.	A	B	C

System Support Services

22.	Visit local employment settings with other staff to develop career resource files.	A	B	C
23.	Help administer the standarized tests in our program.	A	B	C
24.	Serve as a member of a Counseling and Personnel Services Program Planning Committee.	A	B	C

25.	Serve on a career guidance Needs Assessment Task Force to help plan, collect, and disseminate needs assessment data.	A	B	C
26.	Serve on a Career Center Task Force to select resource materials, develop orientation procedures, and advise on implementation.	A	B	C
27.	Participate in new student orientation activities as a consultant and group discussion leader.	A	B	C
28.	Serve as an advisor/consultant for Student Personnel Publications, e. g., handbooks, orientation materials, placement information.	A	B	C

Other

_____

_____

_____